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ABSTRACT

This resource book is one of a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Long Ago Times" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed by four activities called "windows." Some of these activities are cooking, making music, creating art, conducting interviews, and constructing three-dimensional maps. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "When I Was Young in the Mountains" (Cynthia Rylant); (2) "A New Coat for Anna" (Harriet Ziefert); (3) "Dakota Dugout" (Ann Turner); (4) "Follow the Drinking Gourd" (Jeanette Winter): (5) "The Keeping Quilt" (Patricia Polacco); (6) "The Adventures of Obadiah" (Brinton Turkle); (7) "When Clay Sings" (Byrd Baylor); and (8) "Sarah Morton's Day: A Day in the Life of a Pilgrim Girl" (Kate Waters). (EH)

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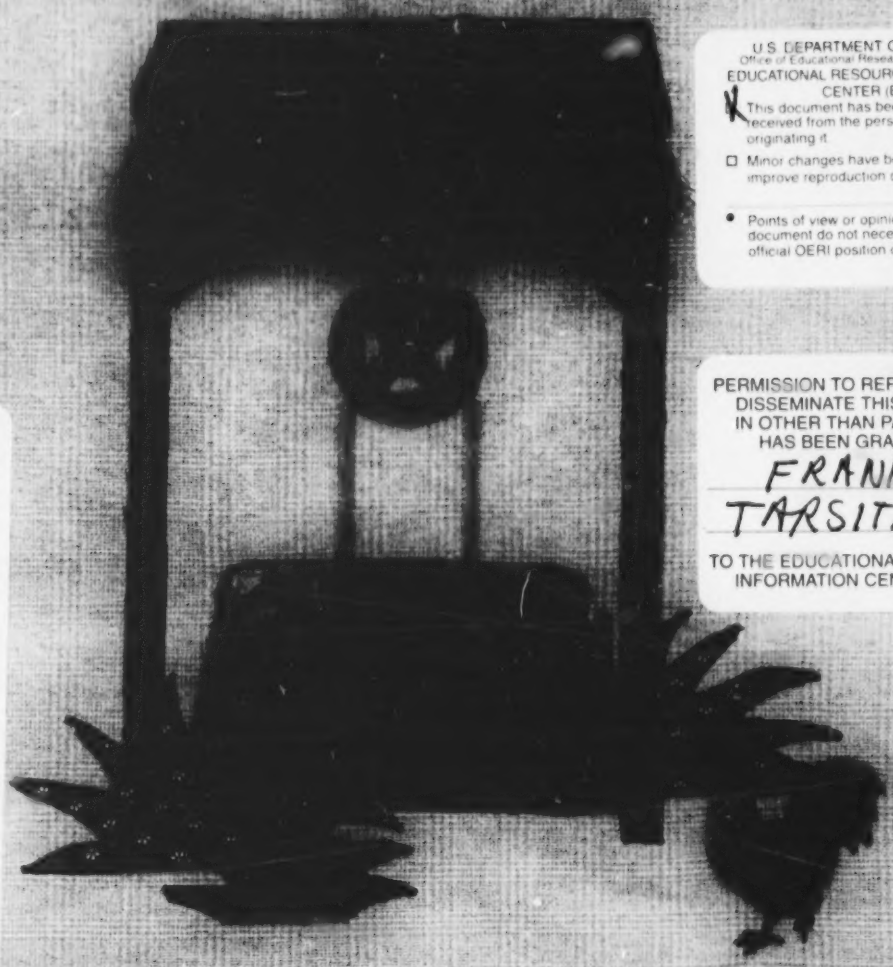
Windows On Social Studies

Multicultural Adventures Through Literature

ED 410 133

Long Ago Times



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Windows On Social Studies

Multicultural Adventures Through Literature

Long Ago Times

Joan Westley
Holly Melton

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Long Ago Times

The activities in this book are designed specifically to support the following children's books:

Baylor, Byrd. *When Clay Sings*. New York: Charles Scribner's Sons, 1972.

Polacco, Patricia. *The Keeping Quilt*. New York: Simon and Schuster Inc., 1988.

Rylant, Cynthia. *When I Was Young in the Mountains*. New York: E. P. Dutton, 1982.

Turkle, Brinton. *The Adventures of Obadiah*. New York: Viking Penguin Inc., 1972.

Turner, Ann. *Dakota Dugout*. New York: Macmillan Publishing Company, 1985.

Waters, Kate. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*. New York: Scholastic Inc., 1989.

Winter, Jeanette. *Follow the Drinking Gourd*. New York: Alfred A. Knopf, 1988.

Ziefert, Harriet. *A New Coat for Anna*. New York: Alfred A. Knopf, Inc., 1986.

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Notes to the Teacher

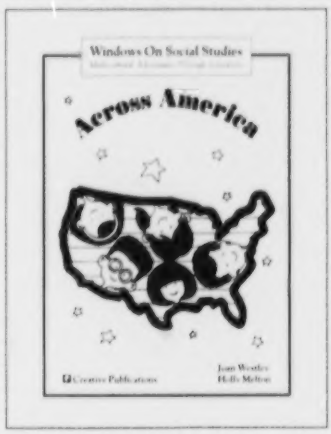
What is *Windows on Social Studies: Multicultural Adventures Through Literature?*

Windows on Social Studies: Multicultural Adventures Through Literature takes students on journeys around the world, and into the lives of its diverse people, past and present. The 32 captivating children's literature books recommended in this series are richly illustrated, excellent read-aloud selections that offer a treasure trove of experiences for students in grades 1-3. By listening to the stories and then discussing, comparing, and *doing*, students will discover the cultural, historical, and geographical diversity of the United States and the world.

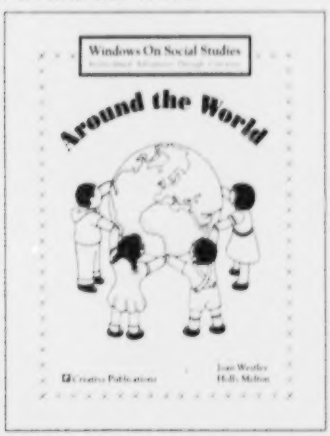
The program consists of four resource books, each of which includes lesson plans to support eight children's literature books sharing a familiar social studies theme:

Long Ago Times

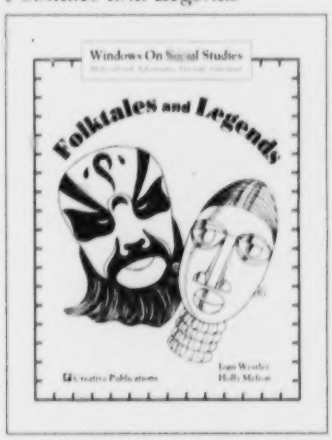
Across America



Around the World



Folktales and Legends



Each resource book introduces the children's books, gives map locations, vocabulary help, discussion questions, and other aids to understanding, and provides activities that:

- actively engage students, both intellectually and emotionally
- lead to an understanding of different people, places, cultures, traditions, and eras
- increase social skills and responsibilities
- expand economic awareness
- develop mapping and charting skills

The Table of Contents in the front of the book lists key social studies concepts inherent in each activity.

What is the philosophy of the program?

Windows on Social Studies delights in the beauty and enjoyment of fine children's literature. Children's literature is seen as an invaluable resource for exploring social studies concepts because students:

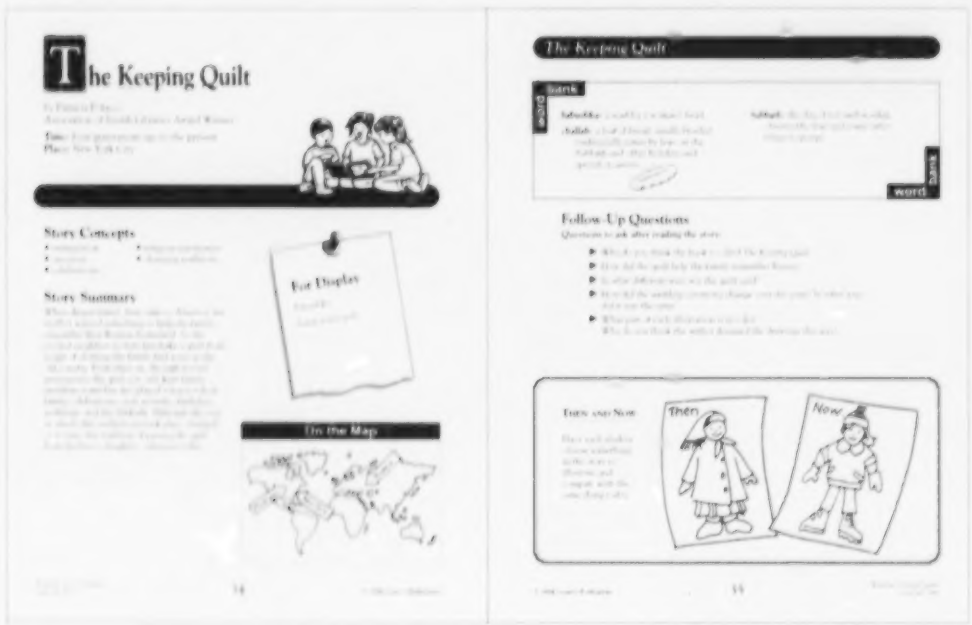
- become personally involved with the stories and characters
- develop an appreciation for diverse people and traditions
- experience life in different places and times
- become more culturally aware and sensitive to others
- compare the stories with their own lives and think critically about the values they hold

In the Windows approach, key social studies concepts are developed through engaging activities such as cooking, making music, performing drama and creating art; conducting interviews and making discoveries about the histories of places and people; constructing landscapes and three-dimensional maps; making economic decisions and solving problems; inventing folktales and heroes; identifying leaders and leadership qualities; and brainstorming rules and the reasons we need them.

How is the program organized?

Each *Windows on Social Studies* resource book presents eight different children's books related to a theme. For each book, there are two pages that bring out the social studies concepts inherent in the book, and lead to discussion and comparison with children's own lives. These two pages are followed by four one-page activities called "windows." Each discussion and comparison is designed to take up one storytime. Most windows will take 25 to 40 minutes.

The discussion and comparison section consists of two facing pages. The left-hand page gives the title of the children's book, the author, the illustrator, and awards the book has won. It lists the time and setting of the story, and its intrinsic social studies concepts. This is followed by a story summary, ideas for classroom displays, and a map that provides a quick guide to locating the story setting.



The right-hand page is divided into three sections: Word Bank, Follow-Up Questions, and There and Here or Then and Now.

Word Bank provides the meanings of social studies terms found in the story.

Follow-Up Questions consists of thought-provoking questions to ask students after reading the story. Questions lead children to think critically, and elicit exploration of social studies concepts in the story.

There and Here or **Then and Now** has students create illustrations that focus on similarities and differences between their own lives and those of story characters.

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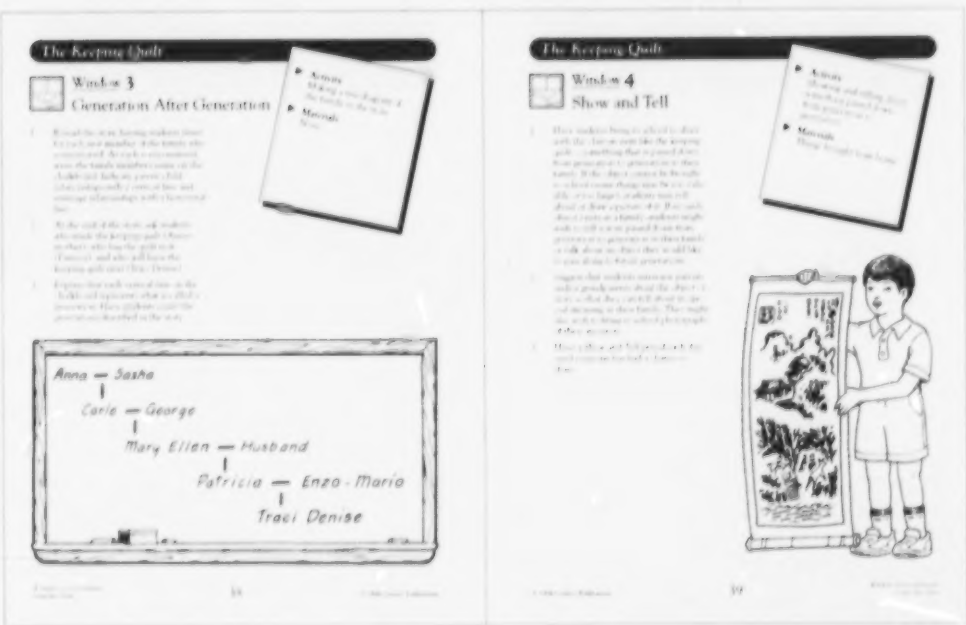
Four one-page activities follow the discussion and comparison section. Each page has a title, an activity description, a listing of materials needed, and step-by-step instructions for completing the activity. Where appropriate, suggestions are included for tailoring the activity to meet individual needs. Crisp illustrations show step-by-step procedures and products of the activities.



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When I Was Young in the Mountains

by Cynthia Rylant
illustrated by Diane Goode
Caldecott Honor Book

Time: One generation ago
Place: Appalachia

Story Concepts

- mountains
- country life
- family histories

Story Summary

Each memory of an Appalachian childhood described in this book begins with the refrain, "When I was young in the mountains." The story is a nostalgic, wistful look at a time when water was pumped from a well, baths were taken in a tin tub in the kitchen, baptisms took place at the swimming hole, and the smell of corn bread filled the air. The text and illustrations reveal a happy family life for a girl, her brother, grandfather, and grandmother, summed up by the author with the girl's words, "I never wanted to go anywhere else in the world, for I was in the mountains. And that was always enough."

For Display

oil lamp

okra

butter churn

On the Map

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word bank

baptism: the ceremony of admitting a person into Christianity by dipping him or her in water

bobwhite: a small quail

okra: a green vegetable used to make stews and soups

word bank

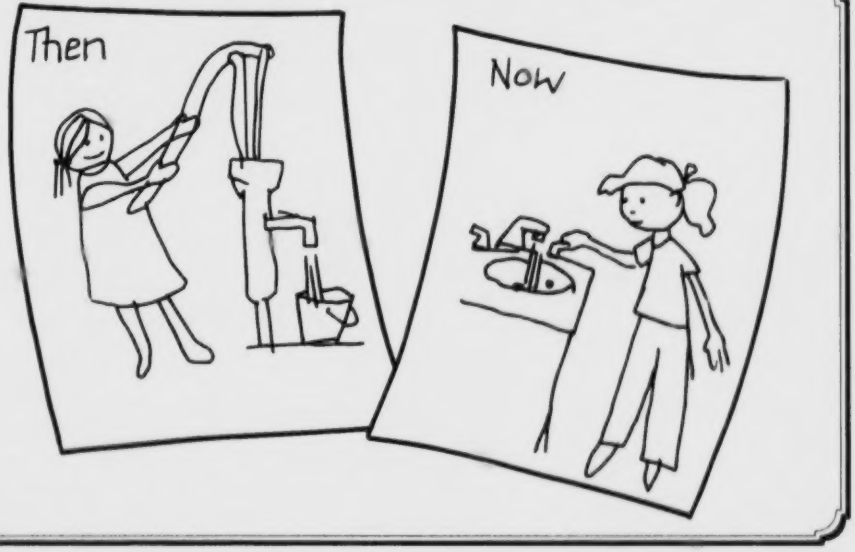
Follow-Up Questions

Questions to ask after reading the story:

- What do the story and pictures tell you about the family in this book? How is the family different from your own?
- How did the children in this family take baths? Would you like to take baths this way? Why or why not?
- Do you think the storyteller liked growing up in the mountains? How can you tell? What do you like about growing up where you live?

Then and Now

Have each student choose something in the story to illustrate and compare with the same thing today.



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Window 1
Yum, Yum!

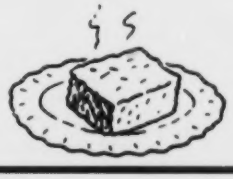
- **Activity**
  Making corn bread
- **Materials**
  Cornmeal, flour, sugar, baking powder, salt, oil, eggs, milk, butter, 8-inch-square baking pans, mixing bowls, mixing spoons, measuring spoons and cups, oven, chart paper and pen

1. Divide the class into groups of 8-10 students, and work with each group to make a batch of corn bread. Display the recipe shown below on a large sheet of chart paper, and follow the directions together.
2. Have students measure and mix all the ingredients, then pour the batter into a pan. Allow time for the baked corn bread to cool before eating.

Corn Bread

1 cup cornmeal
1 cup flour
1/4 cup sugar
1 tablespoon baking powder
1 teaspoon salt
1/3 cup oil
1 egg
1 cup milk
butter

1. Grease the pan.
2. Mix the corn meal, flour, sugar, baking powder, and salt in a bowl.
3. Mix the oil, egg, and milk in another bowl.
4. Stir together—not too much!
5. Pour into the pan.
6. Bake at 400° for 25 minutes.
7. Eat!



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Window 2
How Did It Happen?

- **Activity**
  Extending the story
- **Materials**
  Drawing and writing materials

1. Reread the part of the story in which the children pose with a snake for a photograph. Ask students to imagine the events that preceded the picture taking. How might the children have gotten the snake? Why did they have a photograph taken with it? What story could they tell about the snake?
2. Have students write or dictate a story about the snake and the children pictured in the book, including how the children came to be photographed with the snake. Ask students to illustrate their stories.

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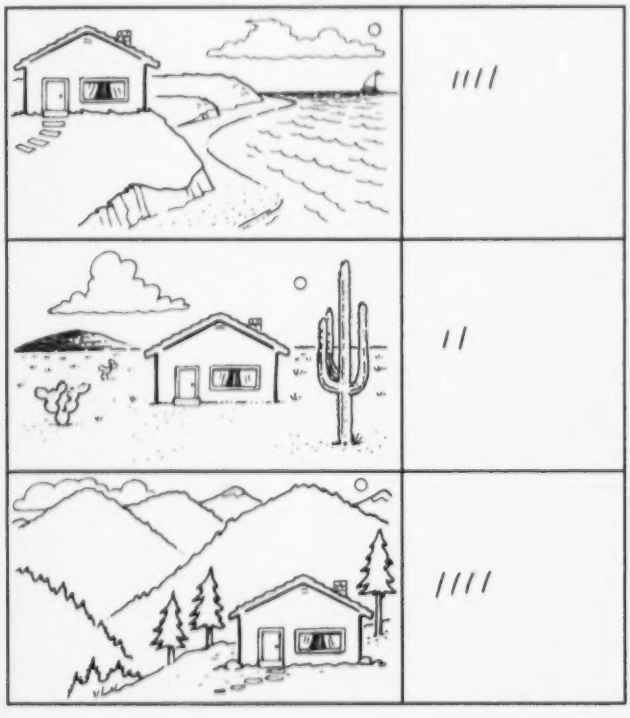
Window 3

Mountains, Desert, or Ocean?

- **Activity**
  Conducting a survey
- **Materials**
  Copies of the survey sheet (page 58), markers

1. Remind students that the author of the book states that when she was young she was content living in the mountains and never wanted to go to the ocean or the desert. Discuss with students what life in each environment might be like.
2. Ask students to predict whether people in their community prefer to live in the mountains, in the desert, or near the ocean. Suggest that they conduct a survey to discover these preferences.
3. Distribute a copy of the survey sheet to groups of 4-5 students, and have each group ask ten people which environment—ocean, desert, or mountains—they prefer. They should record the responses with tally marks.
4. After students have gathered their data, have each group analyze the results. Which environment did most people in their survey prefer? Which environment was chosen by the fewest people?



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Window 4
In the Mountains

- **Activity**
  Assuming the roles of characters in the story
- **Materials**
  Costumes (for example, overalls, miner's hat, apron), props (for example, candles, tin tubs and pails, towels, piece of rubber hose for a snake), furniture (for example, play stove, table, chairs, rocking chair)

1. Set up a dramatic play area like the home in the story. Provide costumes, props, and furniture, if available, that match the story's setting. (See Materials for suggestions.)
2. Let four students at a time use the area for dramatic play. Have each of the four students assume a different role in the story (grandmother, grandfather, girl, boy). Suggest that they role play a scene from the story, such as mealtime or the day grandmother saw a snake in the yard.

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A New Coat for Anna

by Harriet Ziefert
illustrated by Anita Lobel
American Library Association Notable Children's Book

Time: Just after World War II
Place: Europe

Story Concepts

- seasonal changes
- hardship
- impact of war
- poverty
- trading goods for services

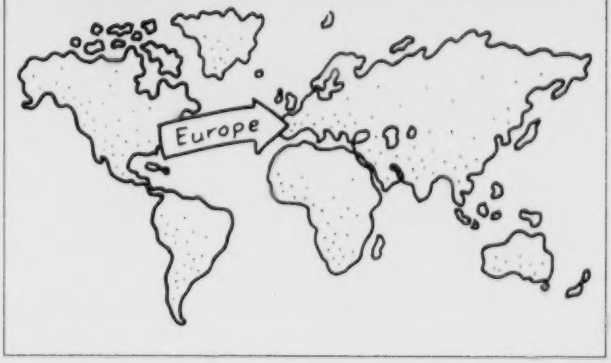
Story Summary

Based on an actual event, this story tells how a mother manages to get a new coat for her daughter, Anna, despite the shortages and hardships brought on by World War II. Instead of buying a coat, the mother trades a few precious possessions for the goods and most of the services needed to make one. A gold watch is traded for sheep's wool; an old lamp is payment for spinning the wool into yarn; a garnet necklace is given to a weaver to weave the yarn into cloth; and a porcelain teapot is used to pay a tailor to sew the cloth into a coat. Anna and her mother also do some of the work themselves: they card the wool, pick berries for dye, dye the wool, and wind the yarn into balls. Though seasons pass as the many tasks are completed, within a year Anna has a beautiful new red coat.

For Display

lamb's wool
carding brush
spinning wheel
spindle
loom
coat pattern

On the Map



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word bank

carding: combing sheep's wool with a wire-toothed brush in preparation for spinning it

dye: a material used to color yarn or thread

shearing: clipping a sheep's coat

spinning wheel: a machine for turning wool into yarn or thread

tailor: a person who makes clothes out of cloth

weaver: a person who makes cloth by interlacing yarn or thread

word bank

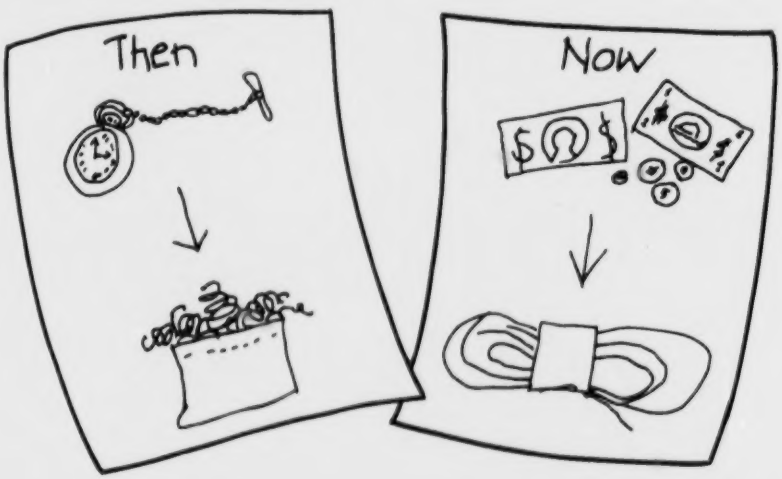
Follow-Up Questions

Questions to ask after reading the story:

- What are some reasons why Anna's mother couldn't buy Anna a coat?
- How did the war make it hard for Anna to get the coat she needed?
- How was Anna's mother able to pay for what she needed without money?
- What people helped Anna and her mother make the coat? How did each one help?
- Have you ever had to wait a long time for something the way Anna did? How did you feel about having to wait?

THEN AND NOW

Have each student choose something in the story to illustrate and compare with the same thing today.



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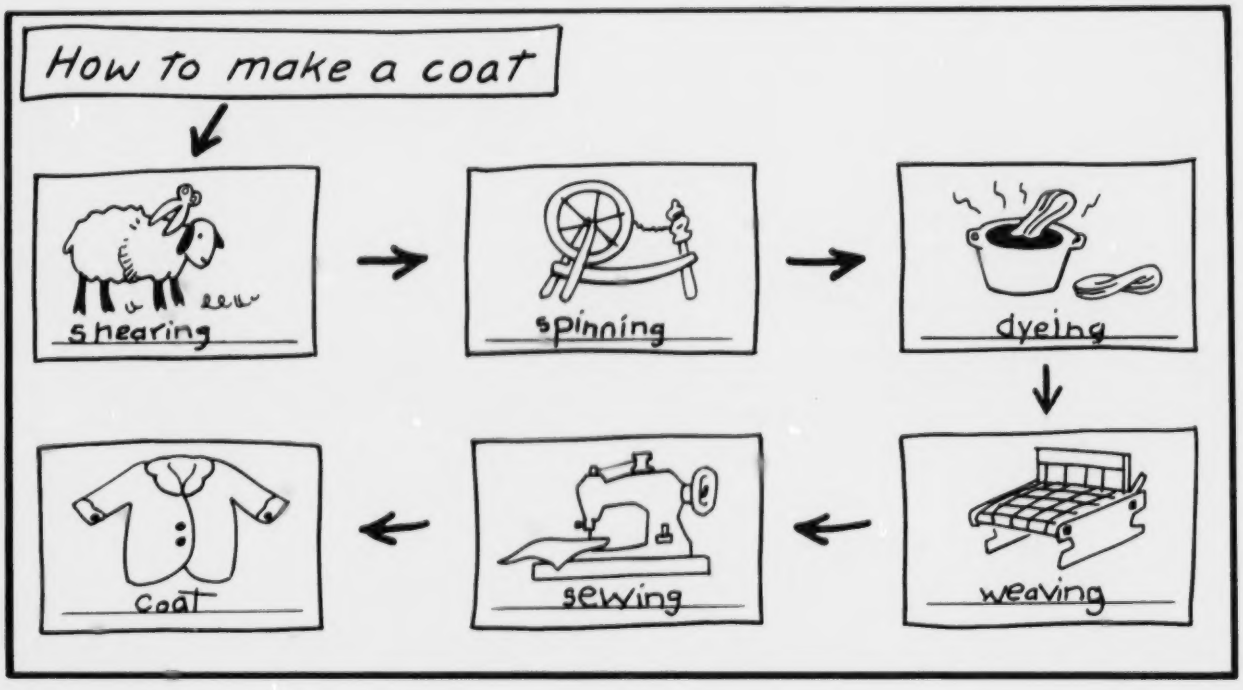
Window 1
Charting the Flow

- **Activity**
  Creating a flow chart for the process of making a coat
- **Materials**
  Tagboard, copies of flow chart cards (page 59), paste

1. Discuss the steps that were needed to make Anna's new coat.
2. Divide students into small groups, and provide each group with a set of flow chart cards. Help students label their cards with the tasks illustrated.
3. Give each group a piece of tagboard, and have students paste their cards in order on the tagboard. Then have students draw arrows to show the flow from shearing to tailoring.



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Window 2
Rolling the Seasons

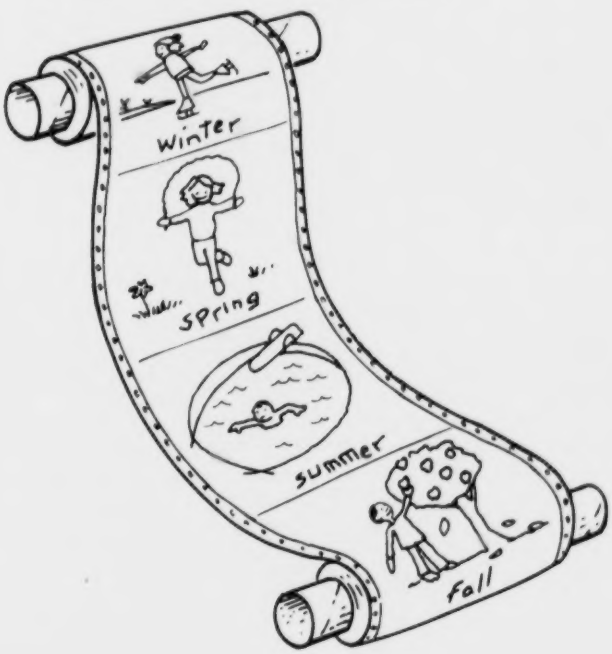
- **Activity**
  Creating a roller movie about seasonal events
- **Materials**
  Continuous-feed computer paper, tape, box, two paper towel rolls (or dowel sticks), drawing materials

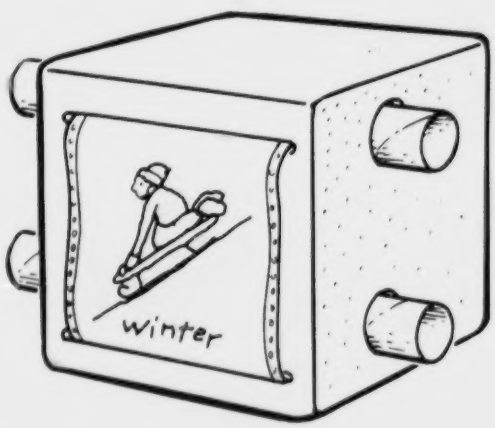
1. The events in *A New Coat for Anna* take place over the course of approximately one year. Reread the book, and have students note the written and visual details that signal the passage of time. Have students note in particular what occurs in each season.

2. Have students discuss the changes in seasons where they live. Have students work in pairs to make a roller movie about the four seasons and what they like to do in each one. Each scene in the movie should be drawn on a sheet of computer paper. Remind students to leave one blank sheet of lead paper at the beginning and one at the end of the story.

3. Make a roller-movie screen by cutting two slits, each ten-inches long, in the bottom of the box. Space the slits eleven and one-half inches apart. On opposite sides of the box (at roughly the same height as the two slits), cut openings for the ends of two paper towel rolls.

4. Show the roller movies by taping the beginning of one movie to the top paper towel roll and slipping the paper through the slits in the box. Rotate the top paper towel roll to view the movie. Rotate the bottom paper towel roll to rewind.





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Window 3
Fair Trades

- **Activity**
  Simulating a bartering system
- **Materials**
  Copies of picture cards (page 60)

1. Distribute the cards so that each student gets six of the same kind (six coats or six hats, for example).
2. Explain the rules of the trading game. The object is to get a complete set of six cards—one of each kind. To do this, students may trade with any willing partner. For example, a student with three coat pictures and no boots pictures might wish to trade a coat picture for a boots picture. If the student to whom the trade is proposed does not want a coat picture, the trade does not occur.
3. After trading has been completed, discuss the process. What strategies did students use to get all six cards? What problems came up? Would using money be easier than trading? Why or why not?

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Window 4
Coat Colors

- **Activity**
  Creating and using natural dyes
- **Materials**
  Onion skins (many!), berries, or other natural dyes; water; white muslin; drawing materials; scissors; tongs; hot plate; pot; strainer; clothespins and clothesline (optional)

1. Give each student a small piece of muslin, and have him or her draw and then cut out a coat shape.
2. Boil onion skins, berries, or other natural dyes in the water. Use the strainer to remove the skins or berries.
3. Put students' cut-out coats in the dye bath. When the desired color is achieved, use the tongs to remove the dyed coats, rinse them in cold water, and hang them up to dry.

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Dakota Dugout

by Ann Turner
illustrated by Ronald Himler

Time: 1800s
Place: Dakota Territory

Story Concepts

- prairie life
- home
- hardship
- seasonal changes
- farm work

Story Summary

Through poetry, a woman tells of her pioneer life with her husband, Matt, on the prairie. Their house was a sod hut with a paper window, a dirt floor, and a buffalo hide door. Because Matt worked in the fields all day, the woman was often alone, with only birds and snakes for visitors. The seasons each brought a new challenge, from the bitter cold of winter to the hot winds of summer. Though the couple finally was successful enough to build a clapboard house, they often remembered with fondness their first prairie home: "Sometimes the things we start with are best," the author concludes.

For Display

old trunk

boot hook

photographs of old houses in your area

On the Map

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word bank

clapboard house: a house built with clapboards—long, narrow boards with one edge thicker than the other, overlapped to form the siding

dugout: a pit dug into the ground or hillside for use as a shelter

plow: a heavy-bladed farm machine used to break up soil and cut rows for planting seed

prairie: a large area of flat grassland

sod: the surface layer of earth

word bank

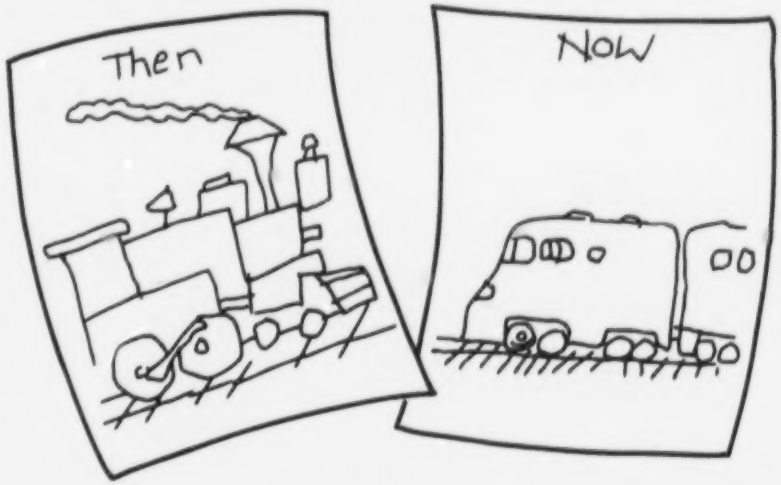
Follow-Up Questions

Questions to ask after reading the story:

- How was the dugout built? Describe its roof, window, walls, floor, and door.
- Why do you think the woman cried when she first saw the dugout?
- If you were the woman in the story, what would you have liked and disliked about life on the prairie?
- How did the weather change through the seasons on the prairie?
- What does the author mean when she says, "Talking brings it near again" and "Sometimes the things we start with are best"?

THEN AND NOW

Have each student choose something in the story to illustrate and compare with the same thing today.



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Window 1
A Letter to a Friend

- **Activity**
  Writing a letter to an imaginary friend back East about life on the prairie
- **Materials**
  Chart paper, drawing materials

1. Suggest that students imagine it is today's date one hundred years ago and that they have left friends and relatives to live on the prairie. Discuss where they might have come from and how their lives would have changed.
2. As a whole class, write a group letter to an imaginary friend back home from a woman like the one in the story. Have students tell about life on the prairie and how they feel about living there.
3. Students may wish to include in the letter drawings of their imagined prairie life.

January 6, 1893

Dear Annabel,

It is very cold here. Two of our cows froze to death last night. The snow is everywhere. We try to keep warm by the fire. Sometimes I want to get back on the train and leave this place forever.

Your friend,
Margaret

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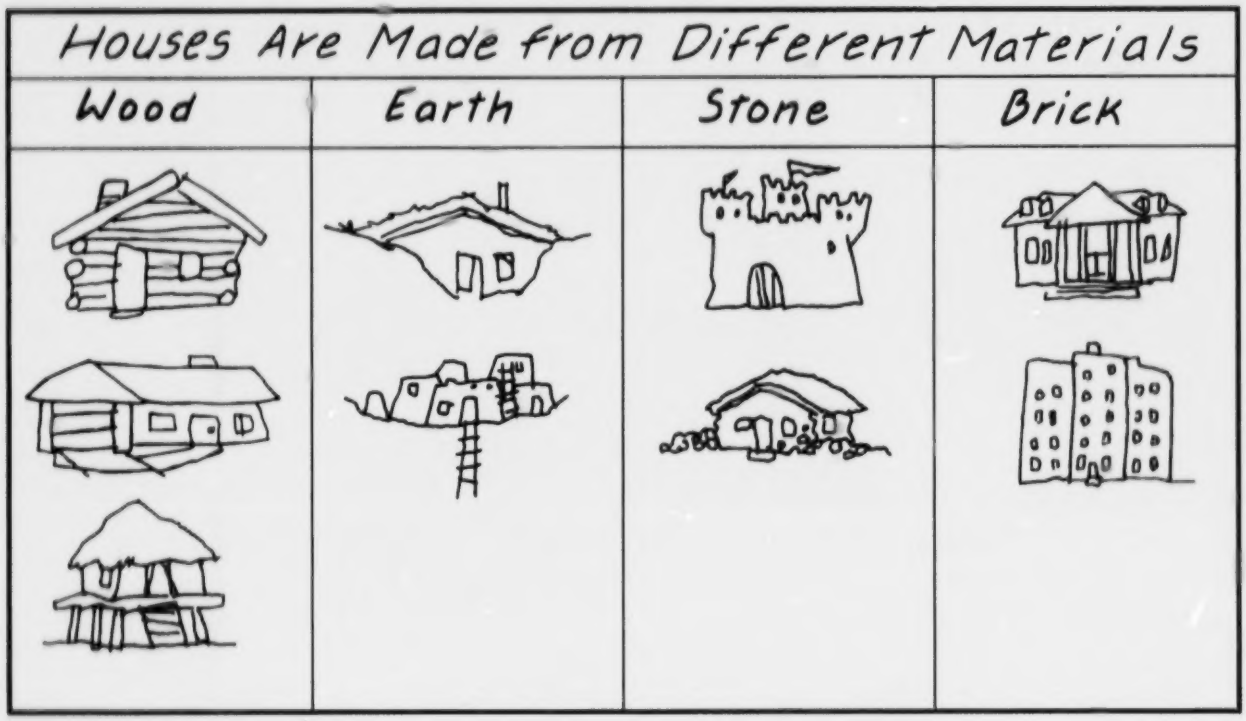
Window 2
Houses, Houses

- **Activity**
  Comparing houses throughout the world, past and present
- **Materials**
  Books with pictures of houses in different parts of the world today and long ago, *National Geographic* magazines, drawing materials

1. Have students examine books and magazines to find different kinds of houses people have built throughout the world today and long ago. Let each student draw a picture of one of the houses.
2. Discuss how the houses differ in shape, materials used, size, and so on. Ask students how they might group the houses they drew so that all the houses in a group are alike in some way.
3. Make a class table of the houses using criteria suggested by students. Older students may wish to make individual tables with pictures from magazines.



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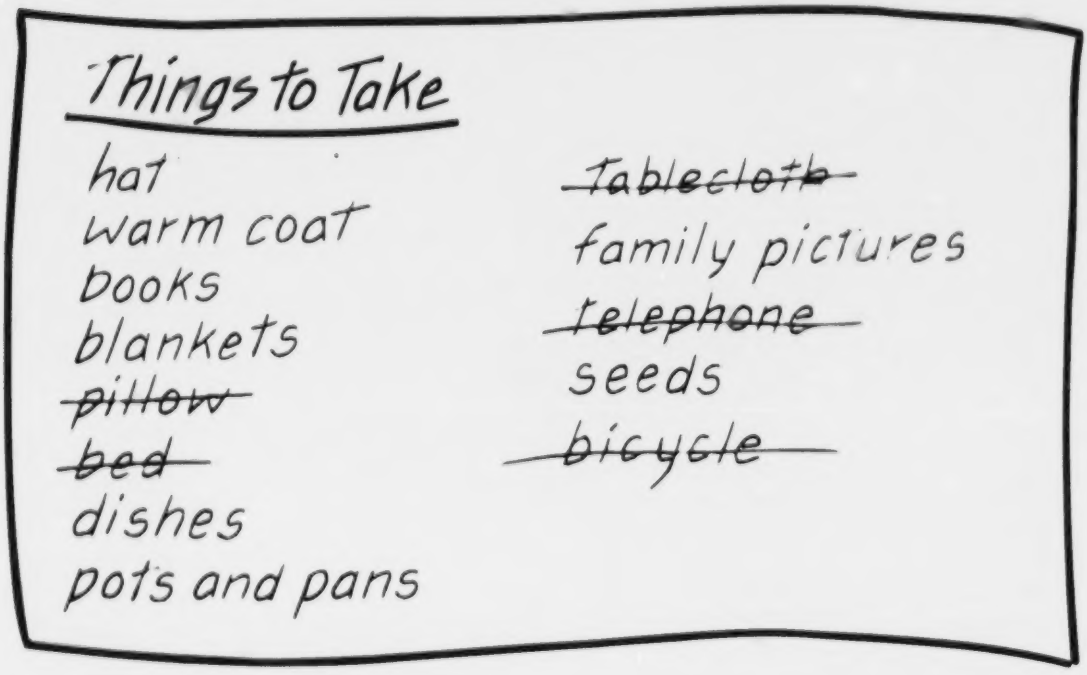
Window 3
Pack Your Trunk

- **Activity**
  Making a list of things to pack for living on the prairie
- **Materials**
  Chart paper, felt-tip marker

1. Reread the beginning of the story, which describes what the woman packed for life on the prairie: "…cups and pots and dresses and rope, even Grandma's silver boot hook…."
2. Discuss what other things the woman might have packed for her new life. What decisions might she have had to make about what to take? What things might she have wanted to take but did not have room for?
3. As a whole-class activity, brainstorm a list of things students might pack for life on the prairie. Tell students to imagine that everything must fit into one trunk. Then go back over the list and cross off anything people would not have had at the time of the story (televisions, for example). Also cross off things that would not fit.
4. Discuss the difference between needs and wants. Make group decisions about what things on the list to leave behind and what things to take.



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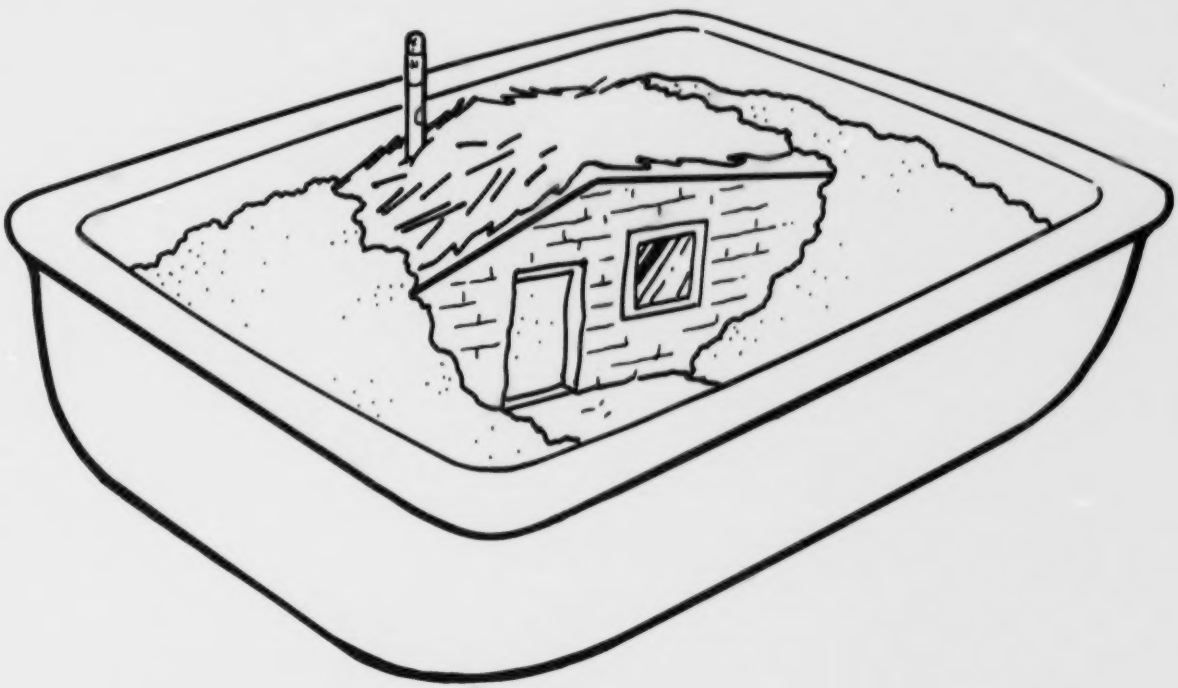
Window 4
Our Sod Hut

- **Activity**
  Constructing a dugout like the one in the story
- **Materials**
  "Sod" bricks (building blocks or foam cut into small bricks), plastic dishpans half filled with damp soil, paper bags, vegetable oil, leather or cloth pieces, scissors, straw, clay (optional)

1. Give each group (4-5 students per group) a dishpan half filled with soil and make available all the building materials.
2. Have students dig out a place in the soil so that some of the walls of their sod houses will be earth. Then have students create the other walls with the available bricks. Remind students to leave openings for a door, some windows, and a roof.
3. To make windows, have students cut out pieces from paper bags and rub vegetable oil on each piece. This will give a translucent effect. The door can be made with a scrap of leather or cloth. The roof can be made with straw. A pencil can be used for the chimney.
4. To complete the model, students may wish to make clay figures of cattle, horses, chickens and people.



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Follow the Drinking Gourd

written and illustrated by Jeanette Winter

Time: Pre-Civil War
Place: Southern United States to Canada

Story Concepts

- slavery and freedom
- cruelty and kindness
- land and water forms
- maps
- north and south

Story Summary

This is the story of how five slaves escaped to Canada with the help of a sailor named Peg Leg Joe. Peg Leg Joe hired himself out as a handyman on Southern plantations and taught the slaves there the song "Follow the Drinking Gourd." The lyrics secretly told the way to freedom: follow the drinking gourd (the Big Dipper, which points north) when the first quail calls (in spring) and look for signs that mark the trail. After crossing the Ohio River with Peg Leg Joe's help, the slaves took shelter in a series of safe houses until they reached Canada. Though they faced many hardships and great danger along the way, they never wavered in their desire for freedom and a better life.

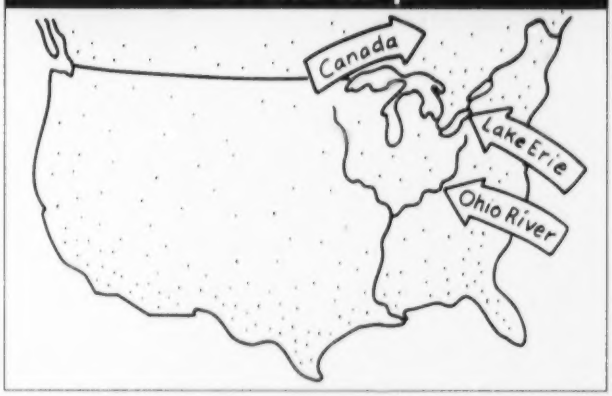
For Display

cotton plant

night-sky map

gourd

On the Map



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word bank

Civil War: the war between the Union (the North) and the Confederacy (the South), from 1861 to 1865

drinking gourd: a dried, hollowed-out squash or melon used as a cup; also, the Big Dipper

plantation: a large farm on which a crop such as cotton is grown and harvested

underground railroad: a secret network of people who helped runaway slaves reach freedom

word bank

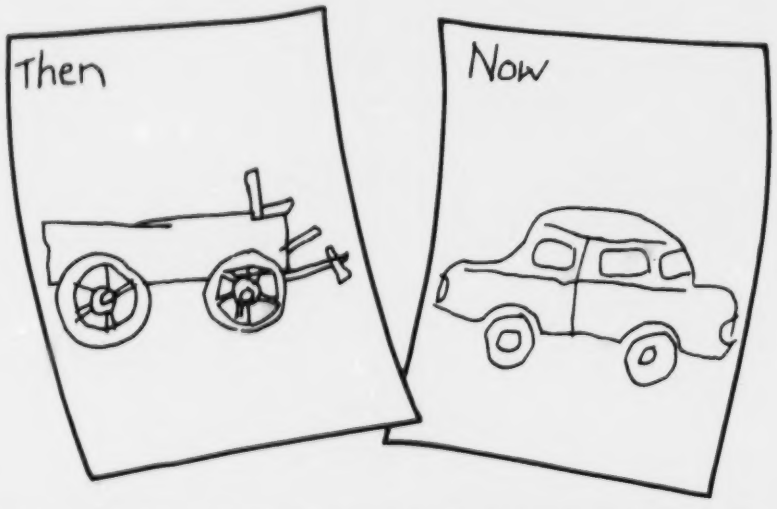
Follow-Up Questions

Questions to ask after reading the story:

- What made Molly and James decide to run away from their master?
- How did Peg Leg Joe help the slaves? What did other people do to help?
- How did the slaves know which way to go to get to Canada? How was the song like a map?
- What dangers and hardships did the runaways face on the trip north? Knowing about these dangers, would you have run away if you were a slave? Why or why not?
- How do you think the runaways felt when they reached Canada? What do you think their life was like there?

Then and Now

Have each student choose something in the story to illustrate and compare with the same thing today.



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Window 1
Sing a Song

- **Activity**
  Singing "Follow the Drinking Gourd"; creating a song with a secret message
- **Materials**
  Guitar, autoharp, or piano (if available)

1. Using the music at the end of the children's book, teach students how to sing the song "Follow the Drinking Gourd." Provide accompaniment if possible.
2. Talk about the secret messages hidden in the song. "Follow the drinking gourd" means follow the Big Dipper north. The "old man" is Peg Leg Joe. When "the first quail calls" is spring. "The dead trees will show you the way" means follow the marks Peg Leg Joe put on the dead trees.
3. Have students create their own songs with secret messages. Encourage them to sing the songs and let others guess the secret messages. Younger students may need to work in groups to create their songs.

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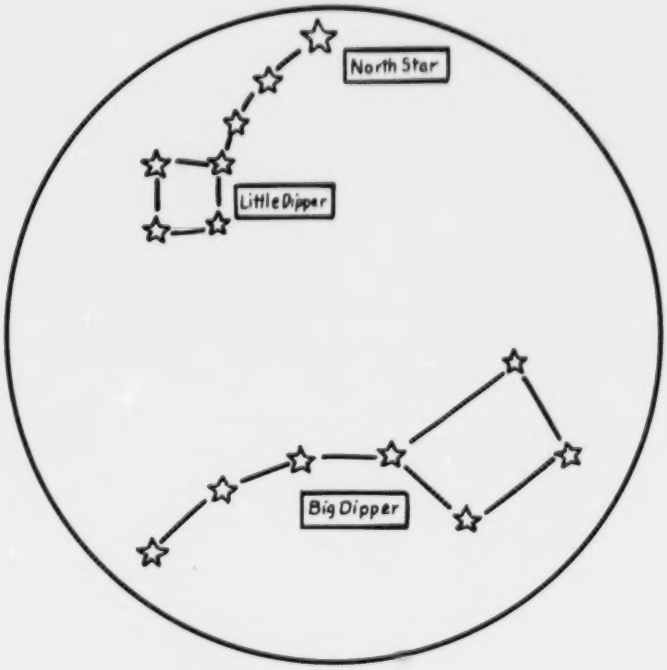
Window 2
Follow the Stars

- **Activity**
  Locating the Big Dipper, the Little Dipper, and the North Star in the night sky
- **Materials**
  Copies of the night-sky map (page 61), pencils or markers, scissors

1. Explain to students that the Drinking Gourd is the constellation we call the Big Dipper. The Big Dipper is made up of seven stars: four form the cup and three the handle. Point out the seven stars in the pictures in the book.
2. Distribute copies of the night-sky map to students, and have them connect the stars in the Big Dipper, using the illustrations in the book as a guide.
3. Tell students that the two stars opposite the handle are called the pointers. A line drawn vertically through these stars leads to the North Star. The North Star is important because it is always in the northern sky at night. By following the North Star, the runaway slaves were able to make their way to the North and freedom. Have students find and label the North Star.
4. Explain that the North Star is at the tip of the handle of another constellation known as the Little Dipper. Have students find and connect the stars in the Little Dipper on their maps.



Students will connect the stars and add labels as shown.

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Window 3
Trail Blazing

- **Activity**
  Following marks on a trail
- **Materials**
  Chalk

1. Using the book, point out how Peg Leg Joe marked the trail (with a footprint and a peg-leg print). Ask why he marked it that way.
2. Divide students into small groups of four or five. Have one student in each group be the trailblazer. Have each trailblazer choose a simple symbol and mark a trail on the playground by drawing the symbol over and over again with chalk.
3. Have students in each group follow the trail made by their trailblazer.

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Window 4
Fields and Streams, Rivers and Lakes

- **Activity**
  Identifying land and water forms
- **Materials**
  Stick-on notes or removable cover-up tape

1. Read the story once again, and have students raise their hands when they hear the name of a land or water form. Write the words on the chalkboard in two columns—one for land forms and one for water forms. Have students tell in which column each word belongs.
2. After the second reading, show the illustrations once again. Have students identify the land and water forms. Using stick-on notes or removable cover-up tape, make labels for the illustrations. Have students place the appropriate label on each illustration to indicate the land or water form shown.

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The Keeping Quilt

by Patricia Polacco
Association of Jewish Libraries Award Winner

Time: Four generations ago to the present
Place: New York City

Story Concepts

- immigration
- ancestors
- celebrations
- religious ceremonies
- changing traditions

Story Summary

When Anna's family first came to America, her mother wanted something to help the family remember their Russian homeland. So she invited neighbors to help her make a quilt from scraps of clothing the family had worn in the old country. From then on, through several generations, the quilt not only kept family members warm but also played a major role in family celebrations, such as births, birthdays, weddings, and the Sabbath. Although the way in which the celebrations took place changed over time, the tradition of passing the quilt from mother to daughter continues today.

For Display

babushka

hand-sewn quilt

On the Map

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word bank

babushka: a scarf for a woman's head

challah: a loaf of bread, usually braided, traditionally eaten by Jews on the Sabbath and other holidays and special occasions

Sabbath: the day of rest and worship observed by Jews and some other religious groups

word bank

Follow-Up Questions

Questions to ask after reading the story:

- Why do you think the book is called *The Keeping Quilt*?
- How did the quilt help the family remember Russia?
- In what different ways was the quilt used?
- How did the wedding ceremony change over the years? In what ways did it stay the same?
- What part of each illustration is in color? Why do you think the author designed the drawings this way?

THEN AND NOW

Have each student choose something in the story to illustrate and compare with the same thing today.

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Window 1
Quilting Bee

- **Activity**
  Making a class quilt
- **Materials**
  Scraps of fabric brought from home, scissors, large piece of plain cloth, embroidery needles and embroidery thread or paste

1. Ask students to bring from home, if they are able, a piece of worn-out or outgrown clothing. Provide extra scraps of material as needed.
2. Have students cut an animal shape from their material.
3. Place the large piece of cloth on a table or group of tables. Ask about eight students at a time to sit around the table and sew or paste their animal shapes onto the cloth.
4. When all the shapes are in place, display the completed quilt for everyone to see and admire.

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Window 2
Challah

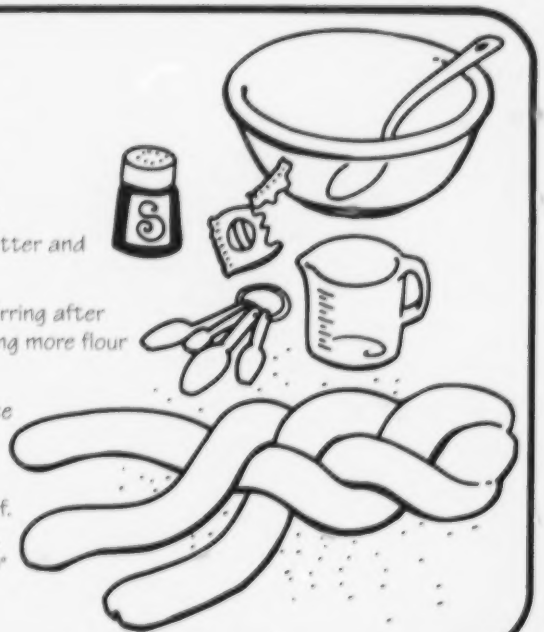
- **Activity**
  Making challah
- **Materials**
  Yeast, warm water, butter, sugar, eggs, salt, flour, oil, poppy seeds, mixing bowls and spoons, forks, knife, measuring cups and spoons, cloths, basting brush, cookie sheet, oven

1. Explain that challah is a kind of bread that is traditionally eaten by Jewish people on the Sabbath and holidays and other special occasions.
2. Divide the class into four groups and work with each group to make a loaf of challah, using the recipe below.
3. Slice each loaf and serve the challah for a snack.

Beth-El Challah (*one loaf*)

1 package yeast
1 cup warm water
1/4 stick butter
1/4 cup sugar
2 eggs
1 teaspoon salt
3 cups flour
oil
poppy seeds

1. Dissolve a package of yeast in a cup of warm water. Let stand.
2. Soften 1/4 stick butter with a fork. Add 1/4 cup sugar to the butter and mix together. Stir in 1 egg and 1 teaspoon salt.
3. Mix in the dissolved yeast. Add 3 cups flour, 1 cup at a time, stirring after each cup is added. Knead the dough for about 10 minutes, adding more flour only as necessary.
4. Coat a bowl with oil and put the kneaded dough in the bowl. Place a moistened cloth on top of the dough. Refrigerate overnight.
5. The following day, pound down the dough and divide it into 3 pieces. Roll the pieces into snakes and braid them to form a loaf. Brush the loaf with a beaten egg and sprinkle with poppy seeds. Lay the loaf on a cookie sheet and bake 30-40 minutes at 350° in a preheated oven.



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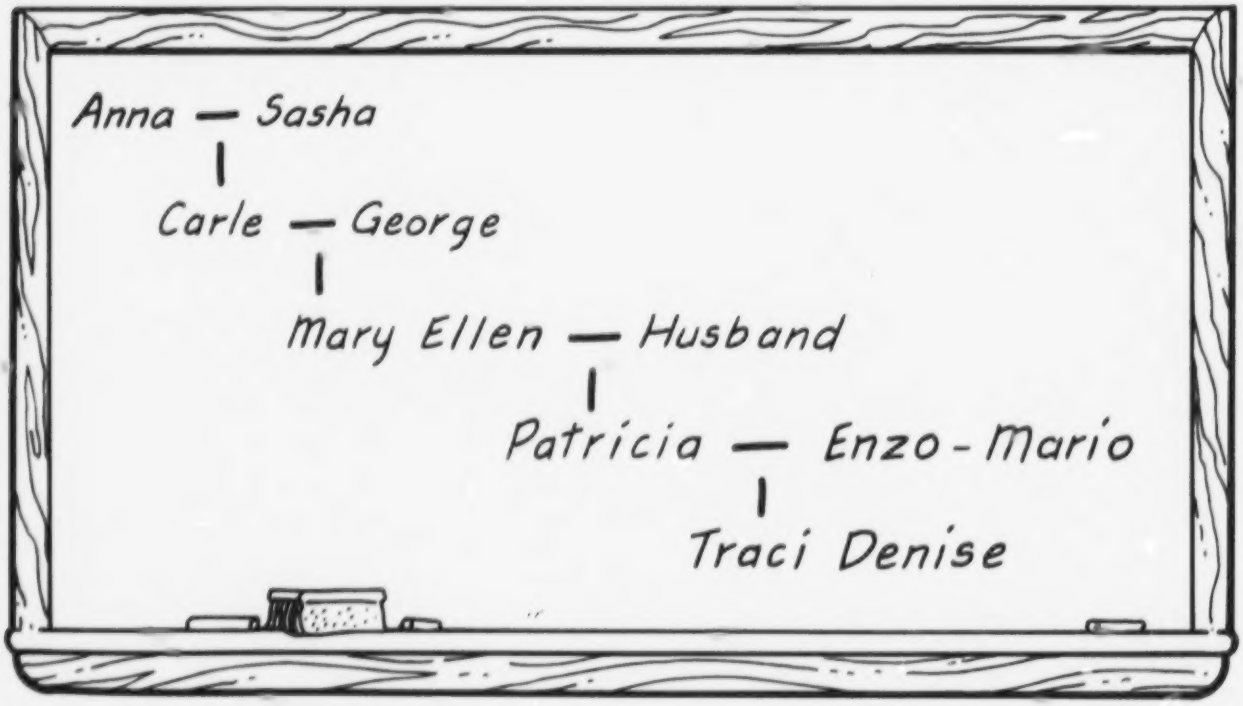
Window 3
Generation After Generation

- **Activity**
  Making a tree diagram of the family in the story
- **Materials**
  None

1. Reread the story, having students listen for each new member of the family who is mentioned. As each is encountered, write the family member's name on the chalkboard. Indicate parent-child relationships with a vertical line and marriage relationships with a horizontal line.
2. At the end of the story, ask students who made the keeping quilt (Anna's mother), who has the quilt now (Patricia), and who will have the keeping quilt next (Traci Denise).
3. Explain that each vertical line on the chalkboard represents what is called a generation. Have students count the generations described in the story.



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Window 4
Show and Tell

- **Activity**
  Showing and telling about something passed down from generation to generation
- **Materials**
  Things brought from home

1. Have students bring to school to share with the class an item like the keeping quilt—something that is passed down from generation to generation in their family. If the object cannot be brought to school (some things may be too valuable or too large), students may tell about or draw a picture of it. If no such object exists in a family, students might wish to tell a story passed down from generation to generation in their family or talk about an object they would like to pass along to future generations.
2. Suggest that students interview parents and/or grandparents about the object or story so that they can tell about its special meaning in their family. They might also wish to bring to school photographs of their ancestors.
3. Have a Show and Tell period each day until everyone has had a chance to share.

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The Adventures of Obadiah

written and illustrated by Brinton Turkle

Time: Early America
Place: Nantucket

Story Concepts

- honesty
- religious beliefs
- island life

Story Summary

Obadiah's falsehoods constantly get him into trouble. His mother even threatens to keep him home from Nantucket's annual sheep-shearing and squantum (picnic) if he can't remember to be truthful. But when the day comes, Obadiah has remembered and joins his and other Quaker families for the big event. At the squantum, Obadiah has a real adventure more fanciful than any he ever made up. He rides on a ram that gets away and throws him into the forbidden sideshow. There, he comes face to face with a pig dressed up like a clown, a pretty lady who teaches him to dance, a fire eater, and a fortune teller. When he tells his family what happened, no one believes him. Only when a neighbor who saw it all returns Obadiah's hat is the family convinced that the story was true. For Obadiah, the real adventure made this sheep-shearing the best ever.

For Display

spinning wheel

child's slate

On the Map

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word bank

Friends: people who practice a religion founded in England about 1650 by George Fox; also known as Quakers

Nantucket: an island off Massachusetts' Cape Cod

shearing: clipping a sheep's coat for its wool

wharf: a place along the shore for loading and unloading ships

word bank

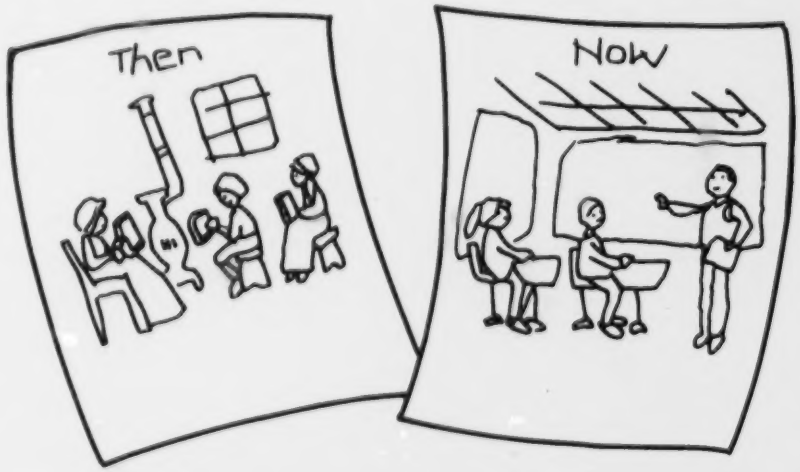
Follow-Up Questions

Questions to ask after reading the story:

- Why do you think Obadiah's family did not believe him when he told them what really happened at the sheep-shearing?
- Describe Obadiah's family. How is his family like yours? How is it different?
- How was Obadiah's school different from schools today?
- Levi Bunker joked about going to the sideshow. How is that different from the stories Obadiah told?
- Why do you think Obadiah was not allowed to go to the sideshow?

Then and Now

Have students choose something in the story to illustrate and compare with the same thing today.



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Window 1
Mind Your Thees and Thous

- **Activity**
  Using archaic language
- **Materials**
  None

1. Reread the book and have students raise their hands when they hear an old-fashioned word such as *thee* or *thou*. Keep a list of the words and their meanings on the chalkboard.
2. For a day, have students use these old-fashioned words in conversation instead of today's words.

shall = will
thy = your
thee = you
fancying = imagining
falsehood = lie
Melissa, thy picture is beautiful!
I shall give it to thee when it is finished, Danielle.

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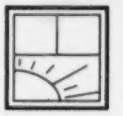

Window 2
Olden-Days School

- **Activity**
  Role playing students and teacher in a school long ago
- **Materials**
  Props for an olden-days schoolroom (for example, benches, slates, chalk)

1. Show students the illustration of Obadiah's schoolroom and talk about how it is different from schoolrooms today. What did the children use then instead of desks and chairs? (benches) What did the children write on instead of paper? (slates)
2. Set up an area in the classroom as an old-fashioned schoolroom, with one or more benches for students to sit on. Provide slates or small chalkboards and chalk, if available.
3. Have small groups of students recreate an olden-days school in the dramatic play area. Let students take turns being the teacher.

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Window 3
Later the Same Year

- **Activity**
  Creating a sequel to the book
- **Materials**
  Other books about Obadiah, writing and drawing materials

1. Read *Thy Friend, Obadiah* (Viking, 1969) and *Obadiah the Bold* (Viking, 1972), two other books by Brinton Turkle about the same character. Then ask students what other stories the author might write about Obadiah. What other adventures could the character have?
2. Have students write or dictate and illustrate a sequel to one of the books about Obadiah.
3. Encourage students to present their completed stories to the class.

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Window 4
Never Cry Wolf

- **Activity**
  Telling a "Never Cry Wolf" story
- **Materials**
  Tape recorder, tapes

1. Remind students of the familiar story about the boy who cried "Wolf" so many times that when a real wolf actually threatened him, his cries went unheeded. Compare this tale to the story in *The Adventures of Obadiah*.
2. Have each student make up a modern-day "Never Cry Wolf" story like the one in *The Adventures of Obadiah*. Ask students to write their tales in first person, that is, with themselves as the main character.
3. Have students plan their stories, then tape record them at the listening center.
4. When all the stories have been taped, leave the tape recorder and the story tapes at the listening center so that students can listen to each other's stories.

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When Clay Sings

by Byrd Baylor
illustrated by Tom Bahti
Caldecott Honor Book

Time: Prehistoric times and today
Place: The American Southwest

Story Concepts

- cultural heritage
- continuity and change
- desert geography and wildlife
- natural resources

Story Summary

"There are desert hillsides where ancient Indian pottery still lies half buried in the sand...." So begins this haunting tale of clay from times long past and of its songs of prehistoric life in the American Southwest. Through the eyes and voices of contemporary Native American children, we discover shards of ancient pottery, piece them together, and wonder about the people who left these bits of their lives buried in the sand; each piece "...has its own small voice and sings in its own way." Byrd Baylor's text and Tom Bahti's authentic illustrations, all derived from prehistoric Indian pottery, capture the strong yet simple song of the ancient clay. You may wish to explain to students that while the author uses the term *Indian* throughout the text, others use the term *Native American* or *American Indian*.

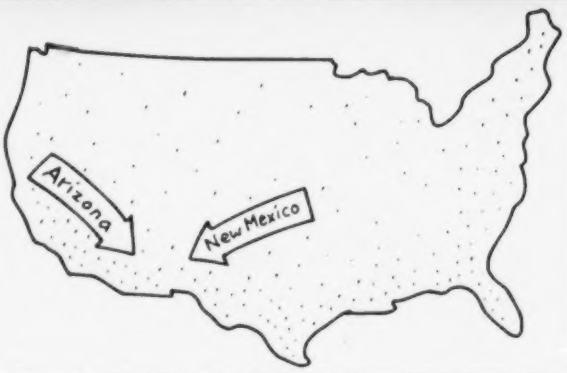
For Display

Indian pottery

resource books with photos of Indian pottery, ancient cliff dwellings, and the Southwest desert

potter's clay

On the Map



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word bank

canyon: a deep, narrow valley with steep sides

cliffhouse: prehistoric Southwest Indian dwelling built on the rocky ledges of canyon walls and cliffs

desert: a very dry region, often covered with sand

medicine man: a person with healing powers

tribe: a group of people who share the same leader or leaders, ancestors, traditions, and beliefs

word bank

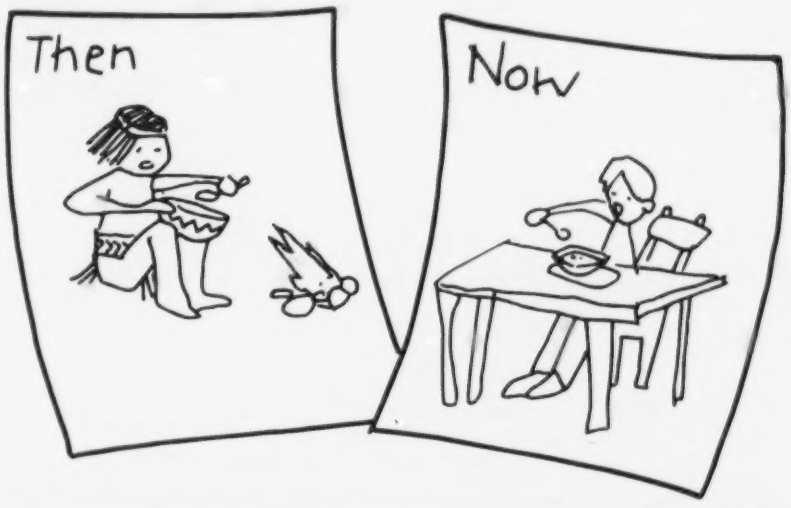
Follow-Up Questions

Questions to ask after reading the story:

- Why is it important that the children take special care of the pieces of broken pots they find in the desert?
- Indians in the story say that every piece of clay has a voice. What would a windy voice sound like? A sandy voice? A voice "like a far bird's cry"?
- What do the pictures in the book tell you about Indian life long ago?
- The clay pieces the children find sing to them long after their makers died. Do you have something special that might sing to children in the future?

Then and Now

Have each student choose something in the story to illustrate and compare with the same thing today.



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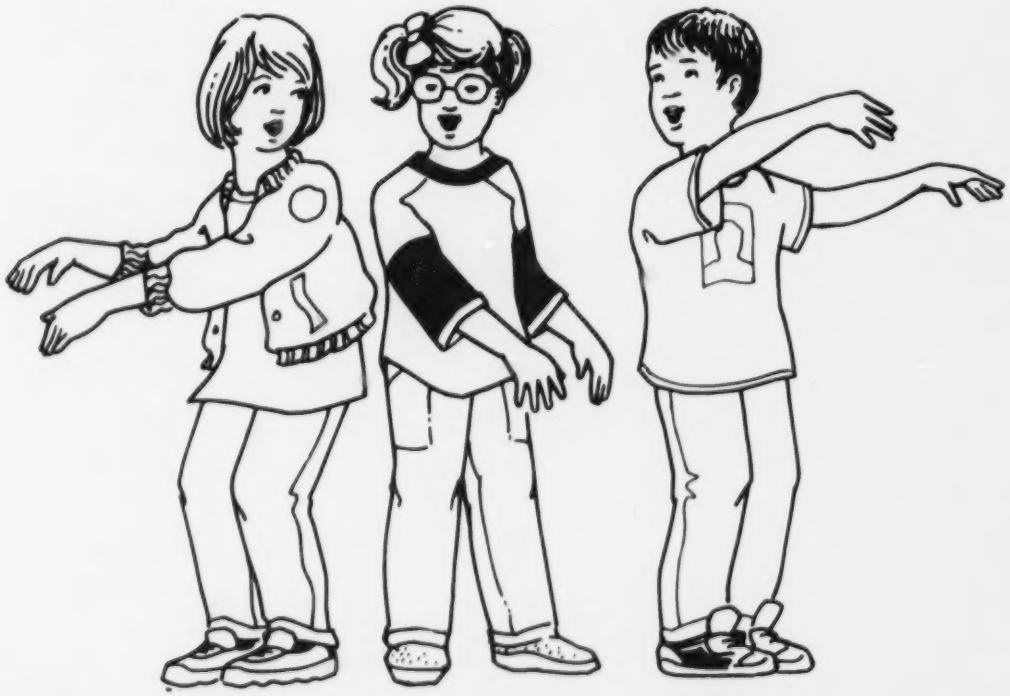
Window 1
Sing a Song of Life

- **Activity**
  Making up songs
- **Materials**
  Writing materials

1. Reread the last two pages of the book that tell about the songs that make rain fall and winds blow, keep warriors safe, and so on. Ask students to talk about the kinds of words and tunes those songs might have. How would the songs sound? Loud or soft? Frightening or friendly?
2. Divide the class into groups, and have each group make up a "song of the clay." If they wish, students may choose a familiar song and adapt the words or melody. Ask students to write down or dictate the words of their song and then practice singing it. Younger students may need to work in a larger group in which everyone contributes to a class song that you record.
3. When all groups are ready, have each perform its song for the class. Encourage students to use gestures and voice levels appropriate to the spirit of their song.



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Window 2
Broken Pot Jigsaw

- **Activity**
  Making and assembling jigsaw puzzles
- **Materials**
  Copies of clay pot sheet (page 62), duplicated on tan or red paper, if possible; black crayons; scissors; construction paper; paste

1. Go through *When Clay Sings* with the students, pointing out the designs from the different pieces of pottery. Ask students to try to identify each thing pictured; note that most are designs of people and things in nature.
2. Give each student a clay pot outline and a black crayon. Have students draw whatever designs they like on their pots.
3. When the pots have been decorated, ask students to cut them out. Then have them pretend that their pots are being broken by cutting them into four pieces, following the dotted lines. Tell students to exchange their four pieces with another student's pot pieces.
4. Give each student a sheet of construction paper and, using the sheet as a base, have students put together the pot pieces. When the pieces have been assembled correctly, students should paste them down.
5. Display the completed jigsaw puzzles around the room.

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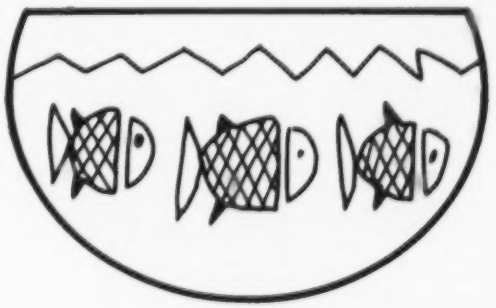
Window 3
Pottery Pleasures

- **Activity**
  Making pottery and role playing its uses
- **Materials**
  Potter's clay or plasticene, design-making materials (for example, craft sticks, paper clips, pencils)

1. Go through the book with students, reviewing the different kinds of pottery shown and their uses. Ask questions like, "What kinds of things would be cooked in a cooking pot?" and "How might a dipper be used?"
2. Give each student a chunk of potter's clay or plasticene, and let students make pottery pieces. Encourage them to work the clay slowly and gently. Bowls can be constructed by making clay "pancakes" and shaping them over a knee or elbow. Designs can be etched with craft sticks or paper clips taped to pencils. When decorated, let the pieces dry.
3. Ask students to role play the uses of their pottery. They could do this individually, or several students could group their pieces (for example, bowl, dipper, cooking pot, and dish) and role play a scene.



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Window 4
Something Old

- **Activity**
  Discovering the past through different objects
- **Materials**
  Objects students bring from home, such as buttons, photographs, marbles, old bottles, jewelry, old coins, medals, trophies, old dishware or silverware

1. Remind students of this passage from the book: "Remember, treat it with respect. It is so old. . . ." Have students discuss what it means to treat something with respect, and why some things that are old should be treated this way.
2. Share with students something old that you value, and explain its significance in your personal history. You might want to begin by saying, "This (object) sings to me. It sings a song about. . . ."
3. Invite students to bring in something old that belongs to them or a family member or friend who has given permission. Encourage students to tell about the object's history and why it is valued or treated with respect.

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Sarah Morton's Day

by Kate Waters
photographs by Russ Kendall

Time: November 12, 1627
Place: Plimoth Plantation

Story Concepts

- religious freedom
- American heritage
- village life
- family interaction
- transportation of goods

Story Summary

Sarah Morton's Day: A Day in the Life of a Pilgrim Girl is modeled on the life of a real girl named Sarah Morton, who came with her family from Holland in 1623 to seek religious freedom in Plimoth Plantation. Today's Plimoth Plantation is a living museum that reflects Pilgrim times. Photographs throughout the book were taken there. They enhance the personal text by showing readers what Sarah's life was like—going about her daily chores, playing with friends, learning her lessons, and spending time with her mother and stepfather. Notes about the people who populated Plimoth Plantation long ago; information about Amelia Poole, the young girl who plays the part of Sarah in the book and at Plimoth Plantation; and a glossary of unfamiliar terms are included at the back of the book. References to God and the religious beliefs of the Pilgrims are made throughout the book. You may wish to tell students that these beliefs are not everyone's beliefs.

For Display

old Bible
bolt of cloth
coarse cornmeal

On the Map

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word bank

Church of England: the national religion of England

New World: what early settlers called the American continent

Plantation: formerly, a colony or settlement in an undeveloped land

Refer to the glossary at the back of the book for other unfamiliar terms.

word bank

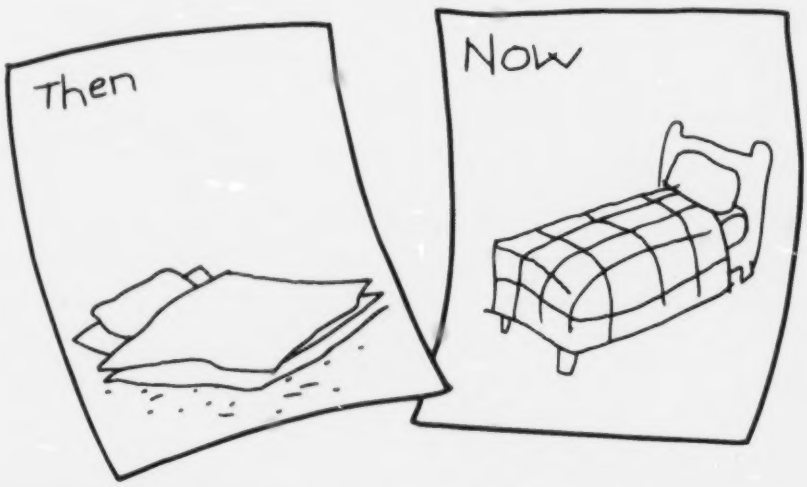
Follow-Up Questions

Questions to ask after reading the story:

- What did Sarah do that showed that religion was important to her family?
- What would you have liked and not liked about living in Sarah Morton's time?
- How could you tell that Sarah and her stepfather were beginning to care about each other?
- What chores did Sarah Morton do? What chores do you do?
- How is Sarah Morton's day different from yours?

Then and Now

Have students choose something in the story to illustrate and compare with the same thing today.



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Window 1
Sarah's Schedule

- **Activity**
  Sequencing the events in Sarah Morton's day
- **Materials**
  Chart paper, felt-tip marker

1. Go through the book and discuss with students all the things Sarah did in the course of her day. Point out that Sarah had a busy schedule for a nine-year-old girl.
2. Have students make a schedule of the events in Sarah Morton's day. Before they begin, let them decide how the schedule will be organized. The chart below provides one example. When the form has been chosen, have students dictate the sequence of Sarah's activities for you to fill in on the chart paper.
3. To extend the activity, students may wish to use the completed chart of Sarah's day as a model for making a schedule of their own day.

Sarah's Schedule

Morning	Afternoon	Evening
get dressed	polish brass	eat dinner
make bed	have lessons	Bible study
tend fire	play knickers with friend	fetch water
make and eat breakfast	feed fire and heat pottage	go to bed
feed chickens	milk goats	
milk goats		
muck garden		
pound spices		
prepare and eat midday meal		

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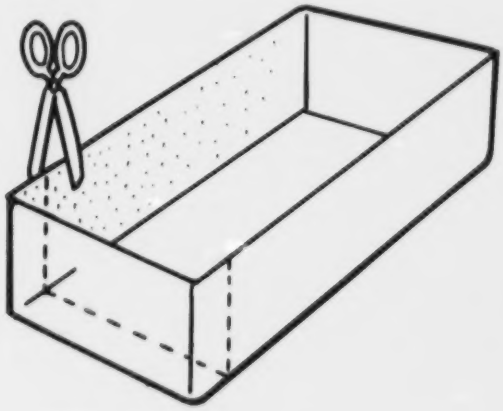
Window 2

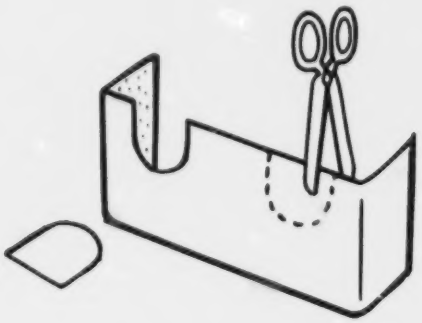
Playing Knickers (Ka-NIK-ers)

- **Activity**
  Making a knicker box and playing the game described in the book
- **Materials**
  Shoe boxes, scissors, tape, marbles

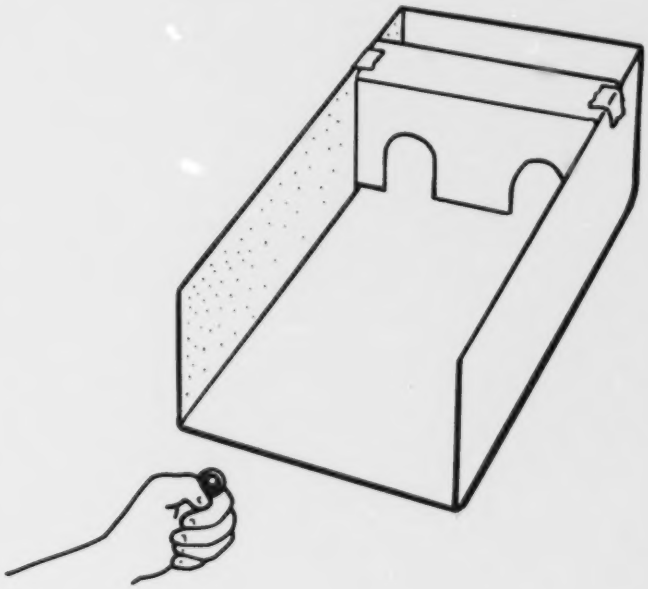
1. Review the page in the story when Sarah and her friend played a game with Sarah's new knicker box. Tell students that they are going to make a knicker box and play the game described in the book. Let students choose partners, and give each pair a shoe box, scissors, and tape. For younger students, you may wish to demonstrate each step in the construction process.
2. Have students cut off the end of their shoe box:



3. Have them cut two narrow openings in the bottom of the cut-off section:



4. Then have them tape the cut-off section to the inside of the box, near the back.
5. To play the game, have students place their box on a level surface, then take turns trying to roll a marble through the cut-out arches. Each marble that rolls through without rolling back out is worth one point.



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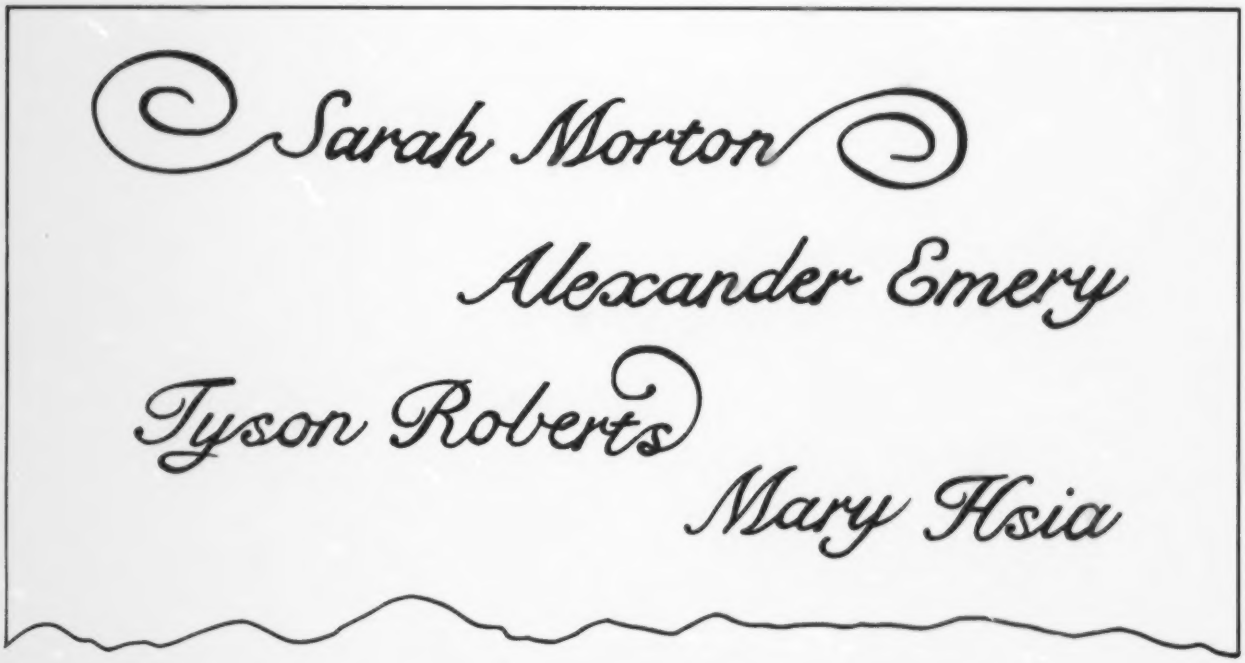
Window 3
How to Write Fancy

- **Activity**
  Writing signatures using early American penmanship
- **Materials**
  Copies of alphabet sheet (page 63), tracing paper or thin notebook paper, pencils, rulers, fountain pens or ink pens with flexible tips

1. Show students the picture on page 18 of *Sarah Morton's Day*, in which Sarah is copying the alphabet. Tell students that penmanship was thought to be very important in early America, and that individual styles were not encouraged. Explain that students spent much time during their lessons copying letters and words over and over until they looked just like their teacher's handwriting.
2. Tell students that they will learn to write their signatures in early American letters. Pass out copies of the alphabet sheet. Then provide students with tracing paper or thin notebook paper as well as pens. Before they begin to trace, have students use pencils and rulers to draw a light baseline for their signatures (so the letters will be straight).
3. Show students how to lay the tracing paper over the alphabet sheet and use an ink pen to copy the letters they need for their names. Tell them they can use the flourishes—the curved or decorative lines at the bottom of the page—to make their signatures fancier.



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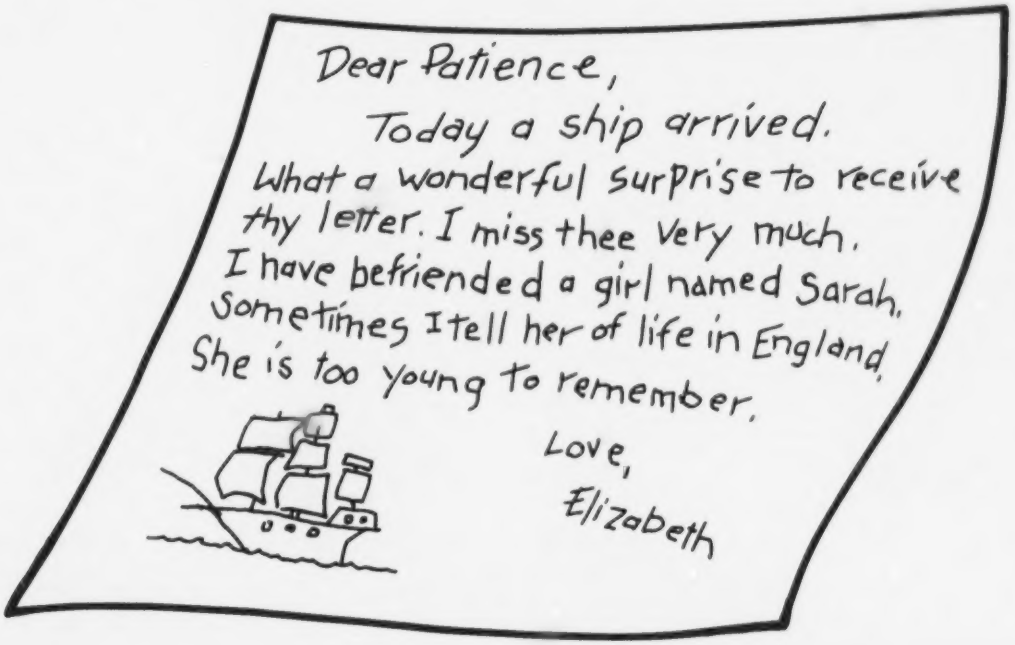
Window 4
Letters to England

- **Activity**
  Creating a packet of mail
- **Materials**
  Writing and drawing materials

1. Review the sections of the book that talk about the arrival of the ship. Tell students that ships arrived infrequently when Sarah Morton lived, and were a source of much excitement. Ships might bring letters from England and bolts of cloth and other goods impossible to get in the New World. Point out that it took many months to get replies to letters and supplies that had been ordered.

2. Provide students with paper and drawing materials. Then ask them to imagine they are Plimoth Plantation settlers and to write or dictate a letter to someone in England. Students should write from the point of view of a particular settler: Sarah, her mother or stepfather, her friend Elizabeth, or a made-up character. Letters could concern life in Plimoth, memories of England, or perhaps request supplies. Nonwriters could draw pictures of life in Plimoth.

3. Collect all the letters and put them in a packet. Every day, read aloud one letter as if you were an English person who had just received it. If possible, have students respond to the letters in writing.


Dear Patience,
Today a ship arrived.
What a wonderful surprise to receive thy letter. I miss thee very much.
I have befriended a girl named Sarah.
Sometimes I tell her of life in England.
She is too young to remember.
Love,
Elizabeth

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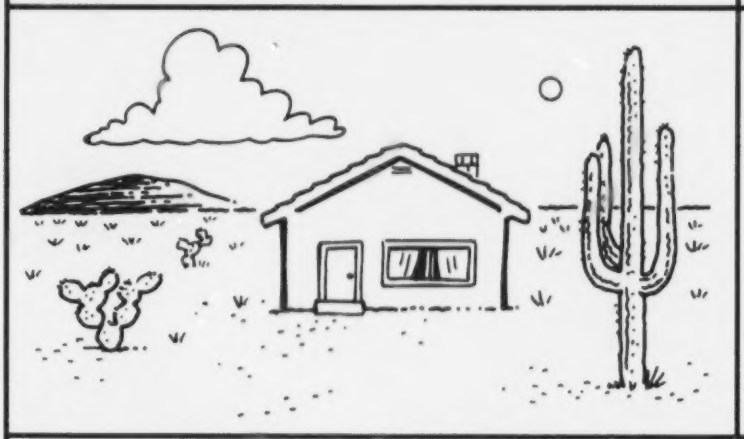
Survey Sheet



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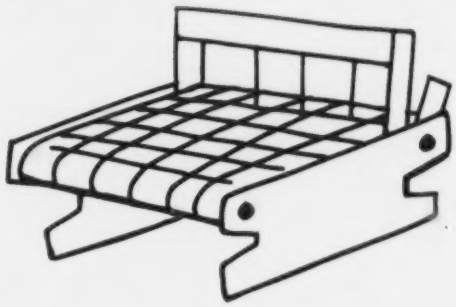
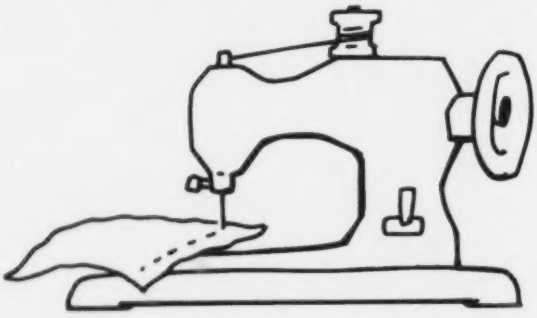
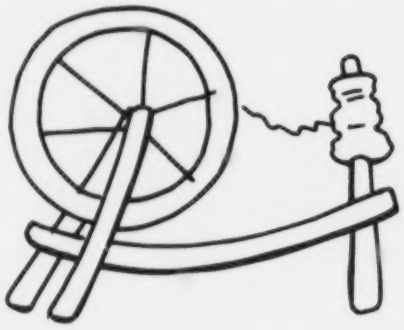
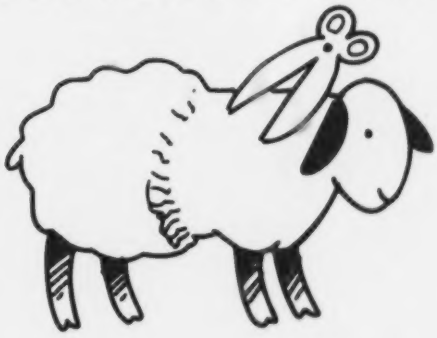
Flow Chart Cards









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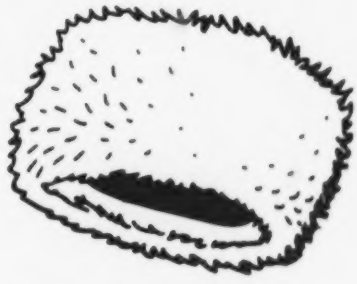
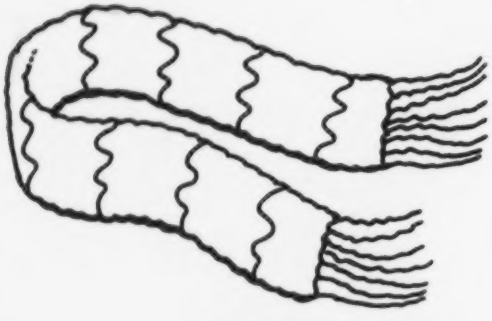
Picture Cards

coat



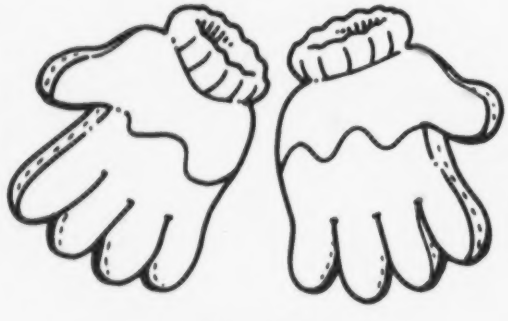
hat



scarf

boots

socks



gloves

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Night-Sky Map

Big Dipper | Little Dipper | North Star

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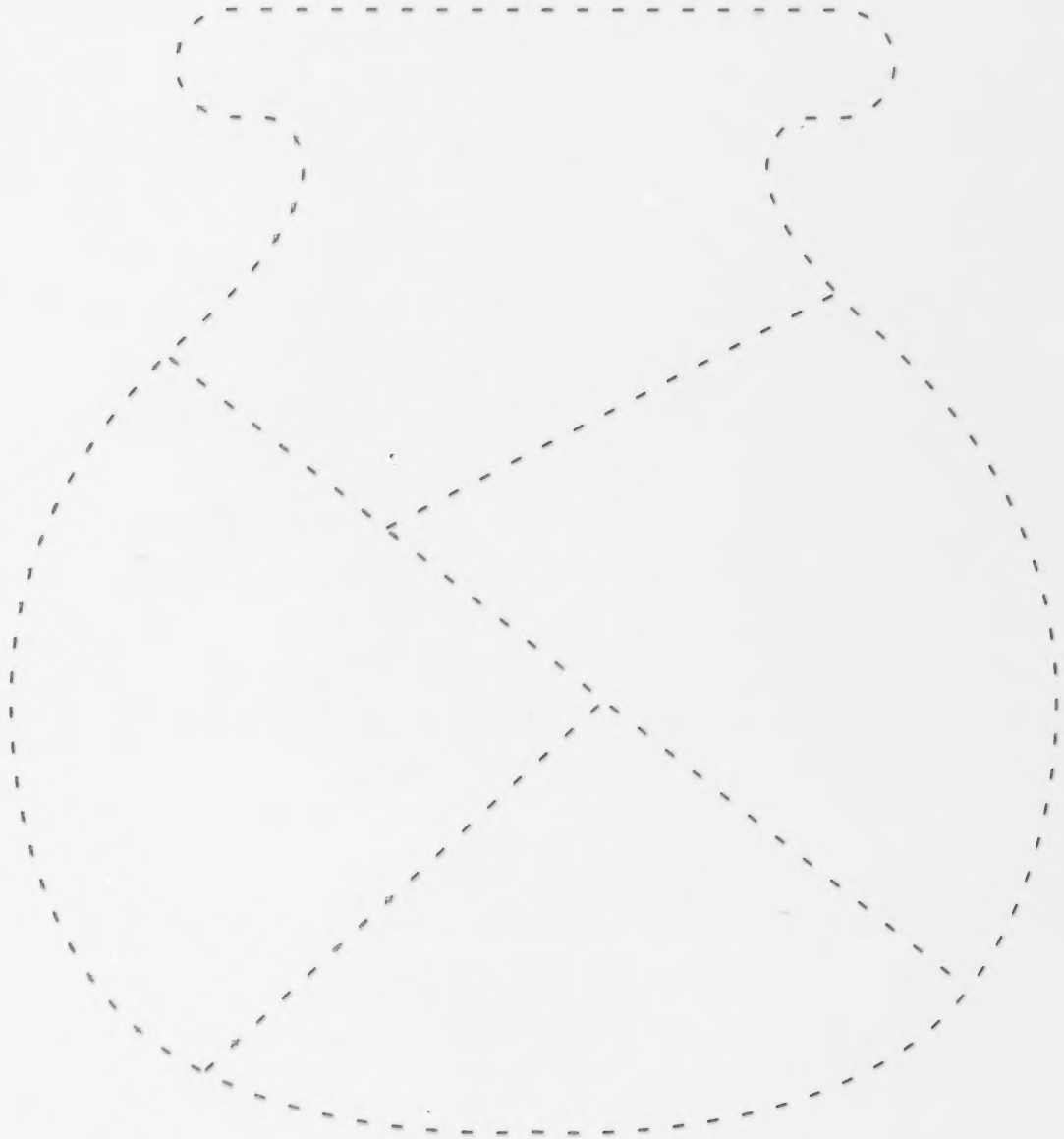
Clay Pot



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Alphabet

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

a b c d e f g h i j k

l m n o p q r s t u

v w x y z

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Windows On Social Studies: Multicultural Adventures Through Literature (Gr. 1–3) by Joan Westley and Holly Melton. This important new program approaches social studies through the richness of children's literature. The program introduces 32 books that take children on journeys around the world, providing glimpses into diverse peoples' lives, both long ago and today. The books are organized around four social studies themes—Long Ago Times, Across America, Around the World, and Folktales and Legends. The themes form the basis for four 64-page teacher resource books filled with enriching activities. Key social studies concepts are developed through discussions and activities, such as making pottery, creating three-dimensional maps; discovering family histories; cooking foods from different cultures; making music and dramatizing stories; conducting surveys and charting responses; solving problems; creating legends; and more.

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